

**Trimble High School**

**Grade: 10-12**

**Subject: Crime Scene Forensics**

**Revised: Apr 7, 2017**

<b>1<sup>st</sup> Nine Weeks</b>	<b>2<sup>nd</sup> Nine Weeks</b>	<b>3<sup>rd</sup> Nine Weeks</b>	<b>4<sup>th</sup> Nine Weeks</b>
		<p><b>Introduction</b></p> <p>Science Spot has a great curriculum for the crime scene class. They have outlines, guided notes, topics, labs, and other worksheets.</p> <p>For the few days, I do an introduction to the course and the basics of what forensics is. I start by playing a history channel documentary on the history of the FBI. Then, I do a pre class test of students and their observation skills, testing to see how well they observe a classroom in five minutes. Then, through the Rice University forensics site, students will do a CSI Adventures rookie training.</p> <p><b>“Daily” Challenge</b></p> <p>At least 2x a week, I will put up a bell ringer on the board ranging from “spot the difference puzzles” to short five minute videos with some follow up questions about a certain forensic topic.</p> <p><b>Case Studies and Other Activities</b></p> <p>Periodically, students will research and write a brief paper on a court case. Students typically research who the suspect and victim was, the crime, what the key evidence was and who the</p>	<p><b><u>Blood</u></b></p> <p>For the first two weeks of the quarter, how blood is used as evidence in forensics is discussed. In this unit, we discuss the blood types, what makes a blood type, how common a blood type is, what makes a blood type, and why people can only take a certain type of blood. In this unit, we do a blood typing simulation and a quiz at the end of the unit</p> <p><b><u>Entomology</u></b></p> <p>For the next two weeks, we cover the basics of entomology. In this unit, students will learn what insects are useful in estimating time of death as well as reviewing insect life cycles. In this unit, students put skills to the test and try to estimate a time of death of a victim by calculating ADH values. The unit is wrapped up with a quiz over entomology.</p> <p><b><u>Anthropology</u></b></p> <p>For the next two weeks, forensic anthropology is talked about. In this unit, students will learn some bones of the human and skeleton and how bones can be used to identify sex of the victim, age, estimate</p>

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		<p>key witnesses were, where and when the crime took place, the legal outcome and reflection.</p> <p>Also on occasion, students will do a 2nd CSI Web Adventure.</p> <p><b>Eyewitness</b></p> <p>For one week, students learn about the unreliability of eyewitness testimony and why it's still a major factor in court decisions today. Then, students will learn the basics of the different types of physical evidence. A quiz (typically open-note) is given to assess their knowledge.</p> <p><b>Fingerprints</b></p> <p>The next 2 ½ weeks are spent learning about fingerprints. Students will learn the types of fingerprints and ridge characteristics. During this unit, a couple of labs are done that involves students taking their own fingerprint and classifying what each print falls under. Then, as a summative lab, I get a "database" of students' thumbprints, which I make copies of and hand to the students. The prints are marked anonymously so they do not know who the print belongs to. Students then go around and get thumb prints from everyone and see if they can match a known classmates thumb print to an unidentified one from the database. A quiz is then given at the end of</p>	<p>height, and race. Students will be reconstructing a skeleton and looking at skeletal characteristics to see if they can identify a victim of a crime. Students will also research the history of the Smithsonian museum and its contribution to anthropology. The unit is wrapped up with a quiz.</p> <p><b><u>Arson</u></b></p> <p>The last unit covered is arson. In this, students will learn about arson, what it is, how it's caused and what can affect the burning of materials. Students will look at burn patterns to determine if an accelerant was used and if a burn was actually caused by arson.</p> <p><b><u>Final Project</u></b></p> <p>In the last couple weeks of class, students will set up their own crime scene using testimonies and evidence they've learned about over the course of the semester. The class will be divided in half and has to solve the other half's crime</p>
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		<p>the unit over the types of fingerprints.</p> <p>As a good side bar from curriculum, we watch in class the classic movie “12 Angry Men” which follows 12 jurors deciding and debating what verdict to pass down to a young man indicted for murder.</p> <p><b>Impression Evidence</b></p> <p>Over the next two weeks, students learn about impression evidence and the types of impression evidence, including tire tracks, tool marks, and bite marks. Students learn what features in each of these types of evidence analysts look for to help them solve their case. With bite marks, students learn the history of forensic odontology and will even take a bite mark using a styrofoam plate to observe their bite mark in comparison to a classmate</p> <p><b>Hair</b></p> <p>To wrap up the quarter, we spend a week or so discussing hairs and fibers and their differences under the microscope. Students observe their hair, classmates’ hair, and animal hair under microscopes and note the differences between each individual person or species.</p>	
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